

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. The District will make every effort to place each student in the most appropriate learning level for a successful educational experience, by considering their academic, social and emotional development.

The District also provides a comprehensive assessment program, including local and state evaluations, standardized achievement testing programs, written and oral teacher-developed exams, and performance observations to continually monitor that students are meeting academic goals.

The District curriculum indicates goals for achievement by students at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student progression: **Early Identification/Intervention**

Classroom teachers are expected to make every effort, consistent with the School District's implementation of response to intervention (RTI), to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, remedial classes; and, where appropriate, referral to the Instructional Support Team (IST), or the Committee on Special Education for evaluation.

Academic Standards

Building Principals shall be responsible for developing written standards for student progress at each grade level are available to parents and others upon request. Such academic standards are to be forwarded to the Superintendent of Schools each year. Promotion/Retention At the elementary and middle school levels, students who make progress in all subjects are annually promoted to the next grade level, unless school personnel believe that grade level retention will be in the best interest of those students due to their educational achievement, age, ability and maturity levels, social needs, or environmental influences. In instances where retention is being considered, school personnel will apprise the student's parents and provide them with an explanation, although school administrators, in consultation with the Assistant Superintendent for Instruction, shall make the final decision. Generally, students who do not make satisfactory progress in one or more basic subjects - English, Math, Social Studies and Science shall be considered for retention. Students may be allowed to make progress in summer school, or be assigned to a different level, as an alternative to retention.

At the High School level, graduation shall be contingent upon the passing of all required subjects and the accumulation of the required number of credits as required by law.

Promotion and Retention of Students (Continued)

A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. Standardized test scores, including grades 3-8 Math and ELA assessments, will not be the sole or primary factor in the decision. If a consensus cannot be reached, the decision of the Building Principal, in consultation with the Assistant Superintendent for Instruction, shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

In order to inform parents/guardians about the District's approach to promotion and retention, this policy will be posted on the district website and included in student and/or parent handbooks.

Policy Adopted:
August 28, 1973

Policy Revised:
November 19, 1984

Policy Revised:
December 16, 1991

Policy Revised:
December 16, 1996

Policy Reviewed:
October 18, 1999

Policy Reviewed:
August 12, 2002

Policy Revised and Regulations Removed:
June 27, 2022

**OFFICE OF INSTRUCTIONAL SERVICES
PATCHOGUE-MEDFORD SCHOOLS
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6350**

RETENTION RECOMMENDATION FORM

I. Background Information: Date of Application _____

Student's Name _____ Date of Birth _____

School _____ Grade _____ Teacher _____

Has the child ever been retained? No _____ Yes _____ In What Grade? _____

Has the child ever been recommended for retention? No _____ Yes _____ What Grade? _____

Date of entrance in the Patchogue-Medford School District _____

Siblings:

School _____ Grade _____

School _____ Grade _____

School _____ Grade _____

Number of absences during this academic year _____ Last Year _____

List any medical problems - vision, hearing, medications, etc. _____

II. Record of Testing:

Attach a copy of permanent record card showing three years' worth of the most recent national and state test results, where available.

Light's Retention Scale (attach completed form) Total Score _____

Report Card (attach most recent report card and comments)

Samples of student's work (writing, math, classwork - attach samples)

III. Academic History and Interventions:

Describe special instructional efforts during the past year to assist the child in overcoming demonstrated deficiencies or learning problems.

Is the child considered a behavior problem? Yes _____ No _____

Using supporting data, discuss in detail your reasons for recommending retention. Be sure to comment on physical, social and emotional development, as well as cognitive growth and development.

Summary of Interventions: (Indicate grade(s) services were rendered)

ESL _____ Remedial Reading _____ Remedial Math _____

Resource Room _____ Self-Contained _____ Other _____

Inclusion Class _____

IV. School/Home Contacts:

Did the parent or legal guardian agree to the decision to recommend retention?

Yes _____ No _____

Dates of parent/teacher conferences and contacts when retention was discussed.

Parent Approves _____ Parent Does Not Approve _____

Date(s) of IST Meetings _____

Teacher's Signature _____ Date _____ Principal's Signature _____ Date _____

Retention Approved _____ Retention Denied _____

Signature: Assistant Superintendent for Instruction

Date